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ABSTRACT

This elementary school curriculum guide, the subject of a citywide teach-in in the New York City schools, provides facts, lessons, and learning activities designed to provide information about and to prevent the use of crack, a form of cocaine. The lessons are divided into two groups, one for grades K-3 and the other grades 4-6. The primary curriculum consists of four interdisciplinary lessons: (1) You Are What You Eat: How Foods Help Us; (2) Dangers in the House; (3) Dangers in Your Medicine Cabinet; and (4) Pinocchio Goes to Pleasure Island: A Story of Peer Pressure. These lessons provide a framework for teaching about substance abuse if the children raise this problem. The lessons for grades 4-6 focus on the facts about crack, the reasons people give for using crack, how to say no, and on deciding whether to use drugs: titles of lessons are (1) Pharmacology of Crack: What It Does to the Body; (2) Reasons Given for Drug Abuse; and (3) Consequences of Using Crack. Follow-up activities for grades 4-6, a fact sheet for teachers, a poster, and an evaluation form are also included. (KH)

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# A Guide to Preventing Substance Abuse

## Elementary

## Citywide Teach-in — September 30

UD 025 511

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# Foreword

During the 1960s, the incidence of drug abuse in America jumped dramatically. And it has continued to rise steadily ever since, with increasing numbers of our children falling victim to its deadly allure. But the phenomenon of CRACK is unprecedented in the history of this virulent epidemic. Never before has the use of such a dangerous drug spread with such rapidity among our population.

The reasons for CRACK's rapid proliferation lie both in the properties of the drug itself and the ease with which it may be produced. A potent form of cocaine, CRACK produces a brief but intense high. Since CRACK requires no specialized knowledge to produce, many thousands of dealers make CRACK and sell small amounts on the street at prices affordable to all segments of society. But CRACK is highly addictive, and users quickly become hooked by their efforts to recapture the initial short-lived experience. Continued CRACK use can easily spiral into a habit requiring hundreds of dollars a day. To support this habit, CRACK users turn to crime at an alarming rate.

CRACK's rampant destruction of our children's bodies and minds has outraged the public and united federal, state, and local authorities in a cooperative effort to stem the use of this drug. Although changes in the legal, penal, and rehabilitative communities will necessarily take time, efforts to prevent further drug abuse through education can begin immediately. By mandating this K-12 curriculum, CRACKDOWN, our Chancellor is placing the emphasis on prevention as a cure for the CRACK epidemic. This is consistent with the concerns of the Mayor and the President of the Board of Education.

To insure the curriculum's success, an all-day teach-in has been scheduled to take place in our schools in September. And the full resources of the Board of Education's staff development program have been mobilized to train teachers in the successful implementation of the curriculum. It is our hope that by providing our children with the truth about CRACK, we will arm them with a weapon of even greater power than this deadly chemical.

Charlotte Frank

Charlotte Frank
Executive Director
Division of Curriculum and Instruction

# Acknowledgments

CRACKDOWN is a project of the Division of Curriculum and Instruction, Charlotte Frank, Executive Director, in cooperation with Levander Lilly, Special Assistant to the Chancellor.

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# How to Use This Guide

The curriculum for grades K-3 consists of four interdisciplinary lessons. These lessons do not directly address substance abuse, but provide a framework for teaching about substance abuse if the children raise this problem. The story of Pinocchio provides a way to teach many basic concepts: habitual pursuit of quick and easy gratification means unhappiness; some people would enrich themselves at the expense of others; bravery and love are true values.

The lessons for grades 4-6 focus on the facts about CRACK, the reasons people give for using CRACK, how to say no, and the decision-making process. There are also follow-up activities for various subject areas.

This curriculum does not purport to be the whole answer. The problem of substance abuse defies easy solution. Simply telling youngsters of the specific dangers of alcohol or drugs, the pain and sordidness of addiction is not enough. Substance abuse is rooted in poor self-image, immobility in the face of problems, failure to focus on long term goals. Presenting the facts about CRACK is an important part of the solution. But to reach the hundreds of students who abuse drugs to blur the pain of self-knowledge and the frustration of their daily lives, we need to give continuing support. In daily interaction with students we need to focus on building self esteem, considering the consequences of one's decisions, setting long-term goals, and learning how to solve problems and handle peer pressure. Such supportive interaction needs to be ongoing, integrated in many learning situations, implicit in the classroom climate.

The lessons in the curriculum are intended as a starting point, but only by helping students to feel good about themselves as unique individuals and capable learners can we give the support that is most effective in preventing substance abuse.

Note to Teachers

If you have reason to believe a student is using CRACK or any other illegal substance, please consult with your school's drug counselor. The organizations and procedures for getting help will depend on your specific school or district. There is also a hotline number in your district. Please make a note of it.

The Division of Substance Abuse Services toll-free number is:

1-800-522-5353

# Facts about CRACK

(for the teacher)

CRACK is a form of cocaine made by converting cocaine hydrochloride--the cocaine that is shipped to the U.S.--into a more powerful drug.

The resulting chemical is a potent form of cocaine that is smoked in a glass pipe or crushed up and smoked in marijuana joints or cigarettes. When heated, the chunks crackle as they vaporize--hence the name "CRACK."

Smoking CRACK produces an immediate "rush." As the brain and nervous system are assaulted by the deadly chemical, CRACK users feel a sudden euphoria. But this brief period of high-level chemical activity depletes the chemicals involved and this in turn produces a state called "rebound." The rebound or "crash" is characterized by such negative feelings as a lack of self-confidence, powerlessness, depression, and lethargy. These feelings are the opposite of those experienced during the "high."

After a short period of regular exposure to cocaine, reward sites in the brain lose their ability to respond normally. At this point, many users increase the dose of cocaine to try to regain the pleasurable feelings. In short, users need more of the drug to get high.

Increasing dosage leads to a greater impact on the body's physical and intellectual systems, and a potentially dangerous situation results as the body's metabolic rate increases and intellectual functions become distorted. As the ability to think and reason becomes impaired, severe after-effects set in. Users may experience severe depression and suicidal feelings.

Often cocaine abusers will treat the negative feelings experienced during the rebound by becoming dependent on a secondary drug--usually alcohol, barbiturates, or tranquilizers.

Combining drugs and compulsive high-dose cocaine use can lead to death from convulsive seizures, cardiac fibrillation, or stroke. In addition, many individuals have died violently as a result of the bizarre behavior generated by the psychotic state high-dose cocaine can produce.

Furthermore, because CRACK is so potent, addiction may occur after a relatively short time. It is not unusual for users to get hooked immediately.

HELP FOR CRACK USERS IS AVAILABLE

If one of your students is having a problem with CRACK, or knows someone who is, call the Division of Substance Abuse Services toll-free information line:

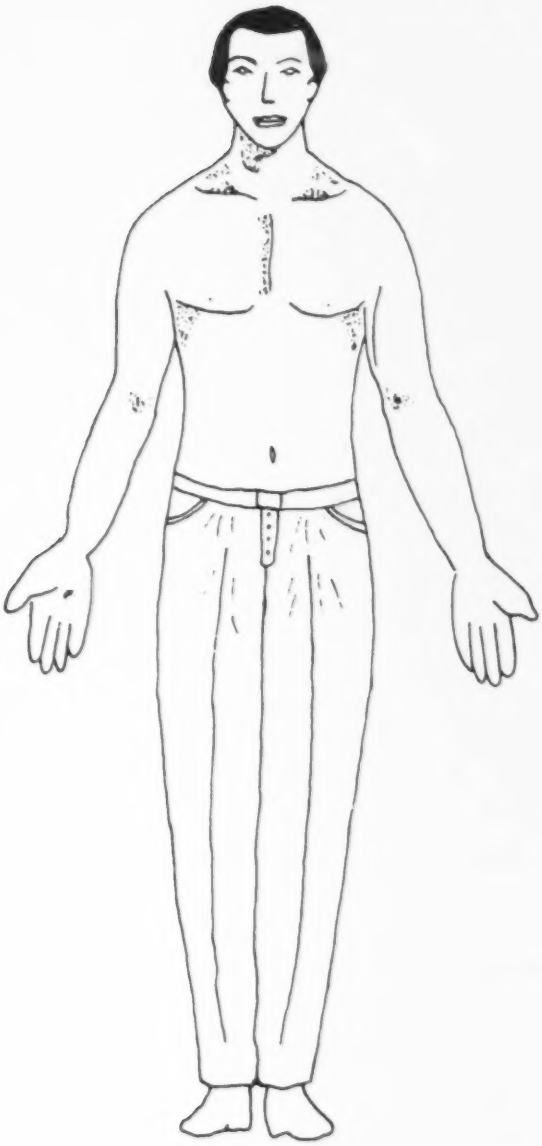
1-800-522-5353

Community School Districts also have hotlines which may be called by students who are having problems with CRACK or who need information about the drug. The correct number for your district should be shared with your classes.

# CRACK and the Body

(for the teacher)

CRACK reaches the brain a few seconds after smoke is inhaled--much faster than snorted cocaine, which does not reach the brain for two to three minutes. CRACK, like other forms of cocaine, stimulates the central nervous system, causing involuntary movement and possibly raising body temperature. The onset of the drug's impact begins within seconds, usually peaks in less than ten minutes, and can last for about half an hour. Below are body "hotspots" that usually show the impact of the drug.



Skin. Skin can turn oily, yellowish, or greyish and develop acne.

Arteries. Blood pressure increases. Blood coursing through the vessels at a more rapid speed may cause, in rare cases, brain hemorrhage.

Eyes. Pupils may dilate, becoming more sensitive to light. May cause user to think he sees "halos" surrounding objects on which he attempts to focus. These halos are often called "snowlights" by users.

Heart. Heartbeat becomes more rapid, increasing by 30 to 50 percent, and may become irregular. In rare instances, may cause heart attack.

Lungs. Chronic CRACK smoking may lead to hoarseness and bronchitis, similar to the effects of marijuana or tobacco smoking.

Limbs. May convulse as muscles involuntarily contract.

Weight. CRACK use can lead to fast and severe weight loss because it causes the brain to ignore the body's need for food and water.

# PRIMARY GRADES

## Lesson 1. You Are What You Eat: How Foods Help Us

PERFORMANCE OBJECTIVES Children will be able to:

. recognize some healthful foods.
. explain how food helps the body.
. plan a balanced meal.

SPRINGBOARD:

. Show pictures of foods or use the food at snack time as an illustration to begin discussing foods.

DEVELOPMENT:

- What kinds of foods do you like to eat? How do foods help us?

. List on a chart some of the children's answers.

Samples

Foods make us grow.
Foods make us go. (energy)
Foods keep us strong.
Foods keep us healthy.

. Have the children draw or cut out pictures of different foods.

. When pictures are completed, have the class sort them into food groups:

Vegetables Fruits Meats, Fish & Poultry Dairy Products

Cereals, Grains and Breads Soups Desserts Nuts and Seeds

- Why do we eat so many different kinds of foods?

- What would happen if we ate only candy or only peanut butter?

. Elicit: We wouldn't get all the things we need to grow, to have enough energy to run and jump, to be strong and healthy.

. Elicit or explain that we need foods from several different groups each day.

. Distribute Activity Sheet 1, "A Food Chart." Have children cut out or draw pictures of the different kinds of foods on the activity sheet and match these pictures with the words on the sheet; or have children create a collage of pictures to illustrate the chart.

. Have small groups plan meals together, choosing foods from different groups. Encourage children to present foods from each different culture represented in the class, or other cultures children may choose.

. Display the meals from the different groups along with the food chart.

**Activity Sheet 1**

| A Food Chart | | |
|---|---|---|
| FRUITS | VEGETABLES | DAIRY PRODUCTS |
| GRAINS, BREADS | MEAT, FISH, POULTRY | DESSERTS |
| NUTS AND SEEDS | SOUPS | |

## Lesson 2. Dangers in the House

PERFORMANCE OBJECTIVES Children will be able to:

. identify dangerous substances that should not be put into our bodies.
. explain how to find out if something is harmful.
. demonstrate saying "no" to something that is harmful.

SPRINGBOARD:

- How many of you have younger brothers or sisters at home? What are some of the things you have to do to keep them safe?

- Yesterday we talked about eating the things that were good for our bodies. Do babies and toddlers know what is good to eat?

DEVELOPMENT:

. Tell an incident such as the following to the class:

- Once when I was little, my mother poured some bleach in a glass and left it by the washing machine. I reached up for the glass and was about to drink it, when my mother saw me and grabbed it. What could have happened to me if my mother hadn't been there?

- What can happen if we put the wrong things into our bodies? (The wrong things can hurt or even kill us.)

- What are some other things that babies or toddlers might try to eat that could hurt or kill them?

. Write on the chalkboard, "DANGEROUS THINGS." Have children list substances such as paint chips, detergent, shampoos, cleaning fluid, cosmetics, and medicines. Then set up a chart of "GOOD THINGS." Have children brainstorm these.

- How do we know what things are good to put into our bodies? (If we are unsure, we should ask our parents, caretakers, or teachers.)

- Why do we want to put only good things into our bodies? List answers like:
  . We want to grow up strong and healthy.
  . We are learning to take good care of our bodies.
  . We like ourselves too much to eat something that would hurt us.

- Suppose someone offers you something to eat and you don't know if it is good or bad. What do you do?

- Suppose someone offers you something that you know is bad for you. What do you say? ("No. I'm special. I only put good things into my body.")

. Roleplay the following situations:
  - A toddler finds a bottle of pills. An older child enters the room.
  - A big kid offers a younger child some pills.

. Have children to work in groups to list good things that can be bad if not used properly. You may use Activity Sheet 2, "Good Things Can Go Wrong."

**Activity Sheet 2**

## Good Things Can Go Wrong

| SOMETHING GOOD | USING IT THE WRONG WAY |
|---|---|
| a bicycle | riding in heavy traffic |
| ice cream | |
| soap | |
| baseball bat | |
| plastic wrap | |
| crayons | |
| | |
| | |
| | |

## Lesson 3. Danger in Your Medicine Cabinet

PERFORMANCE OBJECTIVES Children will be able to:

. identify ways in which medicines (drugs) can help us.
. recognize that medicines (drugs) are taken only as directed by a doctor or caretaker.

SPRINGBOARD:

- How many of you have ever had a stomachache? A headache? A fever?

- What are some things the person who takes care of you might do to help you feel better?

DEVELOPMENT:

NOTE TO THE TEACHER:

Children may talk about drug abuse and illegal drugs. The following analogy may be helpful: Not only do babies and toddlers need to be kept safe, but many teenagers and adults put themselves in danger because they do not understand that using illegal drugs can hurt them. These teenagers and adults are "babies" in the hands of the drug dealers. People who sell drugs are trying to make money by making other people sick. We must help ourselves and other people say no to drug dealers.

If children do not bring up drug abuse, use the lesson as presented.

- If you are very sick, what does the person who takes care of you do?

- When you go to the doctor, what will happen? (The doctor will examine you to find out what is making you sick. The doctor makes a diagnosis.)

- How does the doctor help us to get better? (Sometimes he or she gives us a prescription for medicine, tells us to rest, etc.)

- In our list of "dangerous things" we listed medicines or drugs. How can a medicine be dangerous?

- Suppose a little girl who weighs 50 pounds has the same illness as a man who weighs 200 pounds. The doctor writes down a prescription for the same medicine. Can you think of any way the prescription for the medicine is different? (The girl would need a smaller dose of medicine than the man.)

- What might happen if the little girl took too much medicine?

- Do you think taking medicine for a bad stomachache would help you if you had a broken leg? Why or why not? (The doctor or caretaker must match the right medicine to the right illness, otherwise the medicine won't help you get well and it may even make you worse.)

. Explain or elicit that doctors also ask if you are allergic to any medicine. Not everyone has the same reaction to medicine. (Write "allergic" on the chalkboard. Pronounce it and define it with children.)

- Why do you think the doctor is so careful when he or she gives us medicine?

- What do we have to remember about how medicine can be dangerous?

. Make a chart based on children's responses:

| MEDICINE CAN BE DANGEROUS |
|---|
| If you take too much |
| If it's the wrong medicine for what is wrong with you |
| If you don't need it, (even a little is not good for you and can hurt you) |
| If you're allegeric to it |

. Have the children design posters with the message that medicine (or drugs) are dangerous if used the wrong way. Children may decorate Activity Sheet 3B, "A Warning Poster," for display near their medicine cabinet at home.

If children bring up drug abuse, the posters should reflect this. Reassure children that all of society is working together to stop drug abuse.

FOLLOW-UP:

. To illustrate that a specific medicine is needed for a specific disease, divide the class into small groups. Then give each group a card which represents either a symptom, a disease, or a remedy. Have the class match the right remedy with the right symptom and illness.

. Have the children roleplay the following situations. Make sure children understands that saying "no" can be a positive choice; they always have the option of saying "no."

- If you saw your younger brother or sister taking pills from the medicine cabinet, what would you do?

- You have a headache. You see some aspirin on the kitchen table. What do you do?

- Your older brother's friend offers you pills from the medicine cabinet that are pretty colors and look like candy. What do you do?

- Your mother had the flu and the doctor gave her some medicine. Now you're getting the flu. Your sister says to take the medicine the doctor gave your mother. What do you do?

If children have discussed illegal drugs, extend the roleplays to cover such situations.

. For Grades 1-3, distribute Activity Sheet 3A, and have children write a DANGERGRAM to a friend saying, "BE CAREFUL: DRUGS CAN BE DANGEROUS." For kindergarten, distribute Activity Sheet 3B, and have them decorate.

## Activity Sheet 3A

### Dangergram

Here is an example of a warning:

"BE CAREFUL: DRUGS CAN BE DANGEROUS."

Write a warning to your friend to warn him or her about the dangers of using drugs:

Then draw a picture to get your message across!

DANGERGRAM

TO: _____ DATE: _____

FROM: _____

_____

_____

_____

**Activity Sheet 3B**

## A Warning Poster

DON'T TAKE MEDICINE...

UNLESS A DOCTOR PRESCRIBES IT FOR YOU

AND A GROWN UP IS WITH YOU!

THIS POSTER DECORATED BY

_____

## Lesson 4. Pinocchio Goes to Pleasure Island: A Story of Peer Pressure

PERFORMANCE OBJECTIVES Children will be able to:

. understand the concept of cause and effect: if we abuse our bodies, then we suffer the consequences of being sick.
. agree that feeling good about oneself all the time is more important than momentary pleasure.

SPRINGBOARD:

If you don't do your homework today, what will happen to you tomorrow? Does what we do today have anything to do with what happens to us tomorrow?

DEVELOPMENT:

- How many of you know the story of Pinocchio? (Summarize the story.) Well, today we're going to read the part of the story where Pinocchio and his friend visit Pleasure Island. (Distribute Activity Sheet 4, "Pinocchio Goes to Pleasure Island," and have class follow along as you read the story.)

- Do you think Pinocchio and his friends had any idea they would turn into donkeys when they went to visit Pleasure Island? Would they have gone if they had?

- Why do you think the storyteller had Pinocchio and his friends turn into donkeys? What did they do that made them turn into donkeys?

- Did they all turn into donkeys? What was different about the ones who didn't turn into donkeys?

- If you play ball or jump rope in the street and you never look up to see if a car is coming, what do you think could eventually happen to you? (You could get hit by the car.)

  Well, Pinocchio and his friends were so busy having fun they forgot about everything else and, before they knew it, they were in trouble.

- If Pinocchio and his friends noticed they were turning into donkeys, how could they have stopped it?

- If we only ate ice cream, what are some things that might happen to us? (We'd get fat, get sick.)

- If we noticed we were getting sick from eating too much ice cream, what should we do?

- After Pinocchio and his friends turn into donkeys, the cruel coachman who pretended to be their friend sells them.

- Do you think the coachman ever really cared about Pinnochio and his friends? If he really cared about them, how would he have behaved?

- Why do you think the coachman pretended to be their friend? (He wanted to own Pinocchio and his friends so he could make money by selling them.)

- Would a real friend use you the way the coachman used Pinocchio?

- Suppose you want an ice cream cone but you don't have the money to pay for it. Someone says they will pay for your cone if you promise to do something you know is wrong. You agree and take the cone.

- Do you think you would enjoy the cone? After you finished the ice cream, do you think you would enjoy doing something you knew was wrong? How would you feel about yourself?

- Do you think someone who really cared about you would ask you to do something wrong? If a person tried to get you to do something wrong by buying you an ice cream cone, how would that person be like the coachman in the Pinocchio story?

- If someone tried to get you to do something you knew was wrong what could you say? (No.) Why would you say no? How would you feel if you said no? What if the person became upset when you said no? Would you change your mind? Why or why not?

SUMMARY:

- Sometimes what looks like fun at first can turn out differently than we expect. That's why it's important to think about the possible consequences of our choices. If we are not sure, it is always safest to say "no!"

FOLLOW UP:

If students have discussed illegal drug use, extend the lesson by drawing an analogy between the "pleasures" of Pleasure Island and drug use. Ask the children how the coachman is like the sellers of illegal drugs. Then ask how Pinocchio escaped from the island. Compare and contrast that with people being brave enough to escape from drug abuse.

**Activity Sheet 4.**

## Pinocchio Goes to Pleasure Island

The wooden puppet Pinocchio's good fairy promises him that if he goes straight home and goes to sleep, the next day he will be changed into a real boy.

Pinocchio is on his way home when he meets his favorite boy, Candlewick, who tells him about a place called Pleasure Island. In this magical place children can do anything they want to, and there's no school or rules or teachers or parents. Pinocchio thinks it sounds interesting, but he doesn't want to go. He wants to do what he was told so he can become a real boy.

Just then a coach appears, pulled by a team of donkeys who do not have hooves but are wearing shoes intead. Cracking the whip over the donkeys, a richly dressed coachman welcomes all the many children who are running up to greet him. With kind words the coachman invites them all to join him. They jump on the coach, so many of them that the coach is soon filled.

Pinocchio still wants to do what he was told but hearing so many children shouting, "We shall have such fun!" he gives in. There is no more room in the coach, so he climbs on one of the donkeys. It kicks, and throws him until the coachman whips it and cuts off part of its ears.

As they ride, Pinocchio hears weeping and a low voice warning him what happens to children who spend all their time partying. Pinocchio discovers that the voice is coming from the donkey! When Pinocchio asks the coachman about the weeping donkey and its sad warning, the coachman says, "It's nothing, the donkey just picked up a few words from trick dogs."

By morning they cross over the bridge onto Pleasure Island. There children roam the streets barefoot, playing all day and into the night and the next day with never a moment of studying or school and no one ever telling them what to do. With cries of joy Pinocchio and Candlewick and the rest of the new kids join in. Before they know it they have forgotten everything but Pleasure Island.

But one day Pinocchio wakes up with a terrible pain in his ears. He goes over to the mirror and sees a horrible sight--long donkey ears growing out of his head! He weeps and moans, and feels ashamed. His downstairs neighbor comes up to see what is wrong with him. A little animal who had lived all her life on Pleasure Island, she has seen this happen many times before. She tells Pinocchio that he has donkey fever and will soon change into a donkey.

Frightened, ashamed, and sad, Pinocchio puts a cap over his head and rushes over to see Candlewick. Candlewick is also wearing a cap on his head. The two friends lie to each other about how fine they feel--except for the pain in their ears that keeps getting worse. Neither one wants to show their ears first. Pulling off their caps at the same time, they stare at each other in shock. Although Pinocchio feels horrified and hopeless and wants to cry, instead he and Candlewick begin to laugh--in huge laughs that sound exactly like donkeys! Soon they cannot stand up anymore, and begin running around the room on all fours, kicking up their heels and braying.

Hearing all the commotion, the coachman appears. "You bray very nicely," he says, "and that is why I am here--to claim you as my own." He brushes their coats and takes them to the marketplace to sell them. For that was how the coachman became so wealthy.

# GRADES 4-6

## Lesson 1. Pharmacology of CRACK; What It Does to the Body

AIM: What is CRACK?

PERFORMANCE OBJECTIVES Students will be able to:

. identify the properties of CRACK.
. summarize some of the effects of CRACK.

SPRINGBOARD:

- Recently the President of the United States and many other famous people declared war against a terrible enemy. What is the name of this enemy? (If necessary, lead the students to respond "drugs are the enemy" by drawing drug paraphernalia on the chalkboard.)

DEVELOPMENT:

- During a war what does an enemy try to do us? Why do you think drugs are considered our enemy?

- What drug have you been hearing a lot about lately? (CRACK)

- Why do you think CRACK has been talked about so much? Why do you think people are so worried about it?

- What do you know about CRACK? (List students' responses on the chalkboard.)

. Distribute Activity Sheet 1A, "CRACK and the Body." Ask students to read the information silently.

- How would you like to change or add to the information on the board?

. Initiate a dialogue on the properties of CRACK and its effects on mind and body. Students can fill in the correct information about CRACK on Worksheet 1B, "Facts about CRACK." based on the discussion and the information sheet.. Include questions such as the following.

- What drug does CRACK come from? How is it different from cocaine? Is it stronger than cocaine? (CRACK is a pure form of cocaine. Cocaine is generally between 15 to 25 percent pure. Crack may be as much as 90 percent pure.)

- What does CRACK look like? (CRACK comes in small chunks, usually in little vials.)

- How is it taken? (It's usually smoked.)

- How quickly does it take effect? (CRACK takes effect very quickly, in just a few seconds.)

- How is CRACK supposed to make you feel? (Users who are high on CRACK feel very powerful; very self-confident. They think that nothing can ever harm them.)

- How long does this "high" last? What happens when users "come down" from a CRACK high? (The high from CRACK peaks in less than 10 minutes but can last for about half an hour. It's usually followed by a deep depression which includes worrying about where users can get more CRACK. Users can become very upset and may become violent.)

- What are some of the effects CRACK has on the body?
  . heart--beats faster; blood pressure rises, increasing potential for heart attack
  . pupils--may dilate and produce hallucinations and "snowlights" or "halos" around objects; CRACK users also report a feeling that bugs are crawling under the skin.
  . muscles and limbs--twitch involuntarily; increasing potential for convulsions
  . lungs--tissue becomes irritated and produces black phlegm, increasing potential for bronchitis
  . skin--can turn grey or yellow and develop acne
  . insomnia and nausea are also common among CRACK users
  . weight loss--CRACK blocks the brain from registering feelings of hunger, thirst, etc.

- What do you think is the single most dangerous thing about CRACK? (It is very addictive.)

- How much do you think CRACK costs? (It usually costs between $10 and $20 for one dose of CRACK.)

- How much money do you think a regular CRACK user can spend on CRACK in a day? (Regular users report they can easily spend hundreds of dollars a day on CRACK.)

- Where do you think CRACK users get the money for the drug? (People use all their savings, household money, steal from their family and friends, go to work for drug dealers and other criminals, etc. CRACK users will do anything to get more of the drug.)

- Does CRACK have the same effect on everyone?( People have different reactions. Many people may be addicted the first time; others might take longer. A person cannot know his/her reaction before taking the drug.

SUMMARY:

- What are some of the effects CRACK has on the body and mind?

- Write a paragraph (or roleplay) what you would say to someone who was trying to decide whether or not to try CRACK.

**Activity Sheet 1A**

## CRACK and the Body

CRACK is a very strong form of cocaine that comes in small chunks. It is smoked in a glass pipe or crushed up and smoked in marijuana joints or cigarettes. When heated, the chunks make a crackling sound--hence the name "CRACK."

Smoking CRACK produces a rush of good feelings in about 6 seconds. This euphoria lasts for less than 10 minutes. After that the user begins to come down. Usually within a half hour of smoking CRACK, the user crashes.

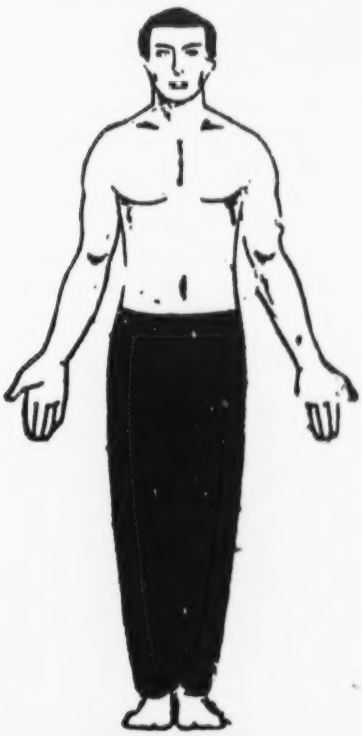
The crash is characterized by very negative feelings such as:
- a lack of self-confidence,
- powerlessness,
- depression, and
- lethargy.

These feelings are the opposite of those experienced during the high and they last much longer. The user becomes very anxious about obtaining more CRACK.

In order to recapture the initial high, users generally smoke CRACK again as soon as possible. The craving to repeat the experience is very strong, and CRACK users become addicted very quickly. Users often report they were never able to recapture the feelings associated with their first high.

Often CRACK users will treat the negative feelings experienced during the crash by becoming dependent on a secondary drug--usually alcohol, barbiturates, or tranquilizers.

CRACK AND THE BODY



Skin. Skin can turn oily, yellowish, or greyish and develop acne.

Arteries. Blood pressure increases. Blood rushing through the body at a more rapid speed can cause brain hemorrhage.

Eyes. Pupils may dilate, becoming more sensitive to light. May cause user to think he sees "halos" surrounding objects on which he attempts to focus. These halos are often called "snowlights" by users.

Heart. Heartbeat becomes more rapid, increasing by 30 to 50 percent, and may become irregular. Can cause heart attack.

Lungs. Chronic CRACK smoking may lead to hoarseness and bronchitis.

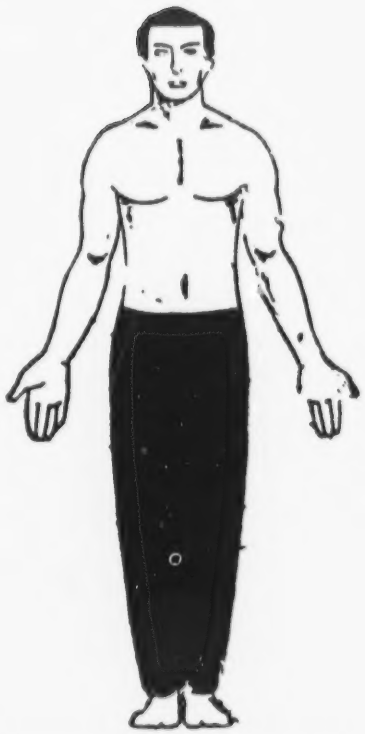
Limbs. May convulse as muscles involuntarily contract.

Weight. CRACK use can lead to fast and severe weight loss because it causes the brain to ignore the body's need for food and water.

**Activity Sheet 1B**

## Facts about CRACK

A. Fill in some of the effects CRACK has on the body.



BRAIN _____

_____

THE EYES _____

_____

THE HEART _____

_____

THE LUNGS _____

LIMBS AND MUSCLES _____

_____

THE SKIN _____

_____

---

B. Fill in the blanks with the word which best completes the description of CRACK.

CRACK

CRACK is a very _____ form of _____. It is sold in small _____ that can be _____ in a cigarette or pipe. The effects of CRACK take place in just a few _____, peak in about _____ minutes and can last for up to half an hour. This short _____ is often followed by a deep _____. For this reason, CRACK is highly _____.

| | | |
|---|---|---|
| cocaine | immediately | high |
| chunks | addictive | depression |
| strong | smoked | minutes |

## Lesson 8. Reasons Given for Drug Abuse

AIM: Why do people use CRACK?

PERFORMANCE OBJECTIVES Students will be able to:

. identify some of the reasons for drug abuse.
. describe why these reasons are faulty.
. state some positive alternatives to drug abuse.

SPRINGBOARD:

- If CRACK is so dangerous, why do you think people use it?

DEVELOPMENT:

. Discuss with students reasons people give for taking CRACK. Elicit students' responses and list on the chalkboard.

. Guide students so that the reasons given include the following:
  . They are curious and want to experiment.
  . They want to do what their friends are doing or they are afraid to tell their friends no..(peer pressure).
  . They want to escape from their problems.
  . They want to escape from feeling bad about themselves.
  . They thing it will make them "cool."

. Discuss each of the reasons with the class. (In this package there are activity sheets to deal with escaping problems and with peer pressure.)

- Many people take CRACK for the first time because they are curious. Curiosity is usually a good trait. How does being curious help us to learn? When does curiosity get us into trouble? Explain.

- If you were curious about something and learned it could be very, very bad for you, how would that affect your decision to try it? Why?

- Suppose you were with a group of kids you didn't know very well and they were using CRACK. Would it be easier to say no to them than to your friends? Why or why not?

. Another reason users give for taking CRACK is that they can escape from their problems.

- If your friend hides behind a tree, does that mean he disappears? If a problem hides behind CRACK, does that mean it disappears?

- Does taking CRACK solve problems? Why not?

- How does taking CRACK create problems?

- If you take CRACK to escape your problems, what do you end up with? (Elicit responses and write on chalkboard: All your old problems PLUS a CRACK habit EQUALS a real big mess.)

. Distribute Activity Sheet 2A, "No Escape." Lead the class through these escape situations (the first one has been completed) and have them write their answers in the places provided.

- Is escaping always bad? Why do people want to escape? (Everybody needs to get away from it all occasionally. But most people come back to reality and face and solve their problems.)

- What kinds of situations make you feel as if you want to escape?

- When is escaping bad? (When we think escape is a solution; when it becomes a habit and we never face our problems.)

- Suppose you break your grandmother's favorite dish. Instead of telling her right away, you go to the movies. What is the difference between not telling your grandmother about the dish until after the movie and being so afraid to tell your grandmother about the dish that you run away from home?

- What is the difference between taking an aspirin to relieve a once-in-a-while headache and using aspirin every day to relieve a daily headache?

. A very common reason people give for using CRACK is that they were surrounded by other people who were using it and they didn't know how to say "no."

- Why is it sometimes hard to say "no" when other people are doing something and they want you to join them?

- Would you jump off a building if everyone else was doing it? Why or why not? Would it be hard to say no? Why?

- Suppose you were allergic to pizza and it made you very sick. If your friends went for a pizza would you eat it? Why or why not? Would it be hard to say no? Why? What are some different ways of handling that situation.

- Suppose the latest fad is cowboy hats. They look great on your two best friends, but they don't look good on you. Would you wear what everyone else was wearing or what made you look good? Why? Would it be hard to say no? Why or why not?

- Suppose someone offers you CRACK, how hard would it be to say no? Why?

. Distribute Activity Sheet 2B, "Just Suppose." These roleplays will give students some practical experience in saying no.

SUMMARY

- Choose one reason people give for using CRACK and write an explanation of why that reason is faulty.

## Activity Sheet 2A

## No Escape

FILL IN THE INFORMATION BELOW. SOME OF IT HAS BEEN DONE FOR YOU. ADD TWO SITUATIONS OF YOUR OWN.

| SITUATION | ESCAPE | DANGER OF ESCAPE | WHAT ELSE CAN YOU DO |
|---|---|---|---|
| You don't do your homework | you lie; you stay home; you copy someone else's | feel bad; fear of being caught; avoiding problem | explain why to teacher; discuss and solve problem |
| You can't swim and are afraid of the water | | | take swimming lessons |
| You borrowed your brother's sweater and lost it | | lose family's trust | |
| You oversleep & will be late for school | | | |
| | | | |
| | | | |
| | | | |
| | | | |

**Activity Sheet 2B**

## Just Suppose

Just suppose you've just found out that you didn't make the team. You feel really bad. Another student who didn't make the team says, "Let's get high. I have some CRACK. It will make us feel better." How do you say no? How can you and your friends share your feelings in other ways?

Just suppose you are playing basketball with your friends and a dealer comes over to you and offers you a free taste of CRACK. How do you say no and look cool in your friend's eyes?

Just suppose a boy (or girl) you really like suggests that the two of you buy some CRACK to get high. How do you talk him/her out of it and still be good friends?

Just suppose a known drug dealer whom you fear offers you some money to deliver CRACK to a customer. How do you deal with your fears and say no?

Just suppose that everyone but you has a date for the big party. You feel sorry for yourself. When a dealer approaches you, you are tempted to use the money your mother gave you to go to the store to buy CRACK. What consequences can you expect if you give in?

## Lesson 3. Consequences of Using CRACK

AIM: What can happen to you if you use CRACK?

PERFORMANCE OBJECTIVES Students will be able to:

. describe everyday situations which require taking risks.
. analyze information and make positive decisions.
. list the potential consequences of using CRACK.

SPRINGBOARD:

- Almost everything we do involves some sort of risk. What are the risks involved in:
  . Asking someone out for a date? (rejection)
  . Trying out for a play or team? (not selected)
  . Answering a question in class? (being wrong)
  . Learning a new skill? (failure)

DEVELOPMENT:

- What are some other risks you have taken recently?

- What do we mean when we say something is a bad risk? (Something is a bad risk when we stand to lose a great deal and gain very little.)

- Suppose your little sister fell onto the subway tracks and your older sister jumped onto the tracks and pulled her out of the path of a train? Wouldn't it be a bad risk for her to jump onto the tracks?

- Suppose your sister dropped a loaf of bread she had just bought onto the subway tracks. Why would it be a bad risk for her to jump onto the tracks to try to get the bread back?

- How do you decide whether or not using CRACK is a bad risk? (You must think about the good things and the bad things that might happen as a result of your action.)

- What are some of the things people who use CRACK almost certainly risk losing? (Elicit the following from the class and list on the chalkboard.)
  . LOSS OF CONTROL OF OUR LIVES (ADDICTION): We can become totally dependent upon CRACK.
  . LOSS OF MONEY: Many people use up all their savings and sell their property in order to buy CRACK. They will spend money their families need for food. Many people turn to crime to get money for CRACK.
  . LOSS OF HEALTH OR DEATH: CRACK is sold by people looking to make a fast buck. You never really know what they are selling you or how strong it is. And if you use it regularly you will damage your body.
  . LOSS OF FREEDOM: Using CRACK is against the law and if you are caught you could go to prison.
  . LOSS OF FAMILY AND FRIENDS: We can lose the people we love when CRACK becomes more important to us than they are.

- . LOSS OF SELF RESPECT: When we abuse our bodies and cheat our families and friends we can't feel good about ourselves.
- . LOSS OF WELL BEING: Once you are addicted to CRACK, withdrawal is very painful, physically and emotionally.

. Distribute Activity Sheet 3A, "Messages from CRACK Users." Tell the class to read the quotes and match them with the consequences of CRACK abuse.

- Is it worth the risk to try CRACK? Is using CRACK a bad risk? (For a very brief high we could have to pay a heavy price physically, emotionally, and materially.)

- What can we say if someone tries to ressure us into using CRACK? (No! CRACK is a bad risk.)

. Distribute Activity Sheet 3B, "A City Kid Who Used CRACK." Have the students read the case study and answer the questions that follow.

SUMMARY:

- Why is using CRACK a bad risk?

- Write a continuum of good risks to bad risks, starting with a positive risk (trying out for a school show or athletic team) and ending with a risk of almost certain death, such as running into a burning building. Place the risk of taking crack somewhere on the continuum and explain the reasons for placing it there.

## Activity Sheet 3A

### Messages from CRACK Users

Here are some messages from CRACK users. Each message illustrates one of the consequences of CRACK abuse listed below. After you read the messages, write the consequence of CRACK abuse that best fits the quote.

| | |
|---|---|
| loss of health | loss of money and possessions |
| arrested by the police | loss of respect by family and friends |
| loss of self-respect | addiction |

A. Using seemed OK at first. Everytime I took a hit of CRACK I got a rush. But it only lasted a little while and a couple of minutes later I'd want to use more CRACK to get another rush. It wasn't long before I couldn't stop. I had to have CRACK..

_____

B. I lost 30 pounds using CRACK. And I didn't have enough energy to do anything but get high.

_____

C. I lost all my property: my jewelry, my house, my car. I pawned everything to get CRACK.

_____

D. With a $100-a-day habit, I would even steal from my family and best friend.

_____

E. I hated myself. I couldn't stand the things I would do to get more CRACK.

_____

F. I stole jewelry from my girl friend's mother to buy CRACK. But she had me arrested.

_____

**Activity Sheet 3B**

## A City Kid Who Took CRACK

New York -- For Paul, CRACK began as a simple favor when he was 17. "I was hanging out with a young lady and she asked me to get her some CRACK, so I did and I tried it, " he said. "I felt great. But once I got started I didn't want to stop. I got addicted very quickly."

Before long, Paul had a $100-a-day habit. One day, Paul spend $1,000. "I would spend all my money," he said. "I could spend $400 in a matter of hours. My father asked me where my money was going and I couldn't tell him."

Paul thought a lot of the kids in his neighborhood used CRACK. They would buy CRACK from street dealers who were trying to support their CRACK habits.

Twice he went to a CRACK house where the dealers had guns. "I felt really jumpy because everyone was afraid that the police might raid the place. It was really creepy. When I went to buy the CRACK the guy was behind a wall so I couldn't even see him. I just put my money into a little drawer and out came the CRACK."

Paul suffered bad moods and lost weight. He had dreamed of becoming a professional baseball player but he became a thief instead. He stole from family, friends, and strangers and got into a lot of fights with his family and friends. "I was worried all the time that someone would try to kill me," he said.

Just over a year ago, Paul decided to get help. He had had enough. He was rescued by television. "This is like a joke," he said, "but when you're getting high at 5 in the morning, the Phoenix House commercials are always on.

-- Kevin Flynn

QUESTIONS:

1. What was Paul's excuse for trying CRACK?

_____

2. What did Paul do to support his habit?

_____

3. Was Paul having fun using CRACK?

_____

4. How did Paul get help?

_____

5. Where are some places drug users can go for help?

_____

## Follow-Up Activities for Grades 4-6

Follow-up for "Pharmacology of Crack: What It Does to the Body"

. Ask students to think about their own looks. Each child should jot down on an index card what he/she thinks are his/her best physical qualities (good hair, sparking eyes, strong arms, graceful neck, athletic body, smooth skin, etc.) By choice or by lot, set up pairs so that students form teams to play a game something like "Family Feud" or "Newlywed Game." Each player tries to guess what the other player has determined as his/her best physical quality (which is written on a card seen by the rest of the class). This should generate some teasing and laughing. (Mario probably thinks he's got great hair." Meanwhile Mario is holding a card which says, "I've got terrific legs.")

Just as the class is enjoying the game, perhaps after five or six teams have played, bring it to a sudden halt by summarizing the results:

- Jose has strong arms. What would CRACK do to them?

- Maria has flashing eyes. What would CRACK do to them?

- Lourdes has smooth skin. What would CRACK do to it?

- Victor has a strong body. What would CRACK do to it?

Follow-up for "Reasons People Give for Taking Crack"

Use the following (or similar) roleplays in class to provide practice in saying no and to evoke an awareness of positive alternatives to drug abuse.

- Eddie hasn't keep up with his school work and he's going to fail unless he does something. He feels overwhelmed and afraid to tell his parents, somebody on his block says, "Want to feel good?" Why might Eddie be tempted to escape from his problem? What are some actions he could take to try and solve the problem?

- Tina is uptight about the party and thinks taking CRACK will relax her. Let Tina know that CRACK is not the solution to feeling uptight. What could she do instead?

- Tony usually goes along with the crowd. But when he's with a group who are planning to take CRACK and wants out, he doesn't really know how to say no. Help Tony to do what's right for himself.

- Evelyn is feeling kind of tired and down and is tempted to use CRACK to feel good. Explain to Evelyn that after a quick burst of energy, CRACK will make her even more tired. What are some other ways to feel good and energetic? (Physical activities, creative activities, something that makes you feel good because you've expressed yourself and accomplished something.)

Art

. Sponsor a poster contest against CRACK. Display the artwork in the school, local supermarket, or subway. An example of a poster is included in this curriculum. Make sure the students' posters contain the drug abuse hotline number for your district.

Communication Arts

. Break the class up into groups no larger than 6 and have each group compose a rap song. Students should be given the opportunity to perform their song. A school-wide contest might be held. An example of how a song might begin follows:

Once you start using crack
It's real hard to get back
So don't you be a dope
Don't you pick up that smoke
'Cause I'm telling you fool
That crack is a real ghoul
What you thought would be fun
Will keep you on the run
But you'll loose so much weight
You can't carry no freight

. Have the class compose slogans against CRACK.

. Have the class write letters to the President, Governor, and/or Mayor, asking for help in steming the CRACK epidemic.

. Break the class into small groups and have them roleplay the following scenes. After they have completed the exercise, have each group choose one roleplay to share with the class.

- A boy is trying to persuade his friend not to try CRACK for the first time. If his friend says he is only curious and will try CRACK just once, what reasons can he give his friend for saying no to CRACK? What alternatives to using CRACK can he offer his friend t?

- Volunteers in a rehabilitation program are discussing how they got hooked on CRACK and how the treatment program has changed their lives. Make sure to include dialogue on how they felt about themselves and their lives when they were using CRACK and how they feel about themselves now that they are drug free.

- You are walking home from school. A group of kids you know is hanging out and planning to get high. They ask you to join them.

- Have the students create other situations for roleplays and then develop scripts from the roleplays.

- Have students bring in articles and maintain on ongoing coverage of the "CRACK DOWN ON CRACK."

Science

. CRACK raises the blood pressure and increases the heartbeat by 30 to 50 percent. How can this lead to heart attack or brain hemorrhage? How does the body attempt to protect itself against these dangers? Research these questions by using library resources. What other resources are available for answering these questions?

. CRACK can cause the brain to mask the body's needs for food and water and it can hide the symptoms of pain. How does CRACK bring about these physiological changes? Research this question. Students may wish to interview a drug counselor or doctor about the changes CRACK produces in the brain.

Social Studies

. How does CRACK affect the community? (unemployment, crime, neighborhood decay, etc.) Have students interview people in the community to further their views.

. Draw three circles on the chalkboard and label them Federal, State, and City. Have the class suggest ways in which these three governmental bodies can help stem the CRACK epidemic. For example: Federal-increase efforts to prevent cocaine from entering the country; State-enlarge capacity of prisons and treatment facilities; City-provide education in the schools, assign more police to patrol areas where dealers gather.) Stress that to defeat CRACK we must all cooperate with one another.

  - Present a student panel discussion on whose responsibility it is to stop drug abuse. Assign members of the panel to represent the police force, the courts, city, state and federal government, and the general public.

. Have students invite a governmental representative to address the class. Students should compose questions to ask the guest and should prepare a report on the visit.

Mathematics

. Using the statistics below, have the class calculate the cost of CRACK use.

  - If one dose of CRACK costs $10. and a user gets high ten times a day, how much must he spend on CRACK? How much would 30 users spend on CRACK a day? 50? 100?

  - In 1982, 100 people were treated in a certain hospital for drug overdoses. In 1983 the same hospital treated 150 overdoses, in 1984 250 overdoses, and in 1985 1000 overdoses.

. Using the same statistics have the students prepare graphs illustrating the rise of drug abuse.

# CRACK DESTROYS

Your Mind .....

Your Body .....

Your Future.

## NEED HELP WITH A CRACK PROBLEM?

**Call the Division of Substance Abuse Services**
**Toll Free Information line**
**1-800-522-5353**

# Evaluation Form

Dear Teacher:

After using CRACKDOWN, kindly complete this form and return it to: Alaire Mitchell, Division of Curriculum and Instruction, 131 Livingston St., Room 613, Brooklyn, NY 11201.

1. Did students achieve a greater awareness of the dangers of CRACK?

_____

2. Did students achieve practical knowledge for saying no to drugs?

_____

3. Did students become more aware of the consequences of CRACK use?

_____

4. Did students become more aware of the importance of peer pressure in relation to CRACK abuse?

_____

5. Were students interested in the presentation?

_____

6. How would you improve this curriculum? Any suggestions for lessons would be welcome.

_____

_____

_____

_____

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